

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?							
Indicator Targets	Does not meet standard		School has received an 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.				
	Approaching standard		School has received a 'C' for the most recent school year.				
	Meets standard		School has received a 'B' for the most recent school year.				
	Exceeds standard		School has received an 'A' for the most recent school year.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	MS	MS	ES	MS	MS		

The Indiana State Board of Education awarded IN Math & Science Academy North (IMSA North) a **B** for its 2014-15 school year performance. A school that serves students across both K-8 and 9-12 grades receives a letter grade for K-8, and a letter grade for 9-12. The final category designation comes from a combined letter grade that is weighted by enrollment in the various grade levels. For the purposes of the OEI performance framework, the rating is determined from the combined grade, although both grades are captured here in sub ratings.

State Accountability Results – Elementary/Middle School

English/Language Arts

49.7% Proficiency + No Growth Bonus - No Growth Penalty

Mathematics

32.0% Proficiency + No Growth Bonus - Overall Growth Penalty

A school receives its elementary/middle school letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on student growth. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

In Spring 2015, 49.7% of IMSA North students passed the English/Language Arts portion of ISTEP+, while 32.0% of students passed the Mathematics portion.

In English/Language Arts, IMSA North did not earn any bonus points for super subgroup growth, nor did it earn any penalties for low growth.

In Mathematics, the school did not earn any bonus points for high growth, but it did receive a penalty for overall student low growth.



Core Question 1: Academic Performance Framework IN Math & Science Academy North

A school receives its high school letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on improvement in proficiency between 8th and 10th grade. High Schools also receive points based on graduation rate, and college and career readiness of graduates. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

In Spring 2015, the 10th grade cohort at IMSA North had a proficiency rate of 32.4% on the English 10 End of Course Assessment (ECA) and 75.7% on the Algebra I End of Course Assessment.

Since the IDOE provides an extended timeline for students to complete graduation requirements, data for graduation and college & career readiness is calculated a year in arrears. Since IMSA North had its first graduating class in the spring of 2015 and did not have a full set of high school data, the school did not receive any points for 8th grade to 10th grade improvement, 10th grade to 12th grade improvement, graduation rates, or College and Career Readiness rates.

On January 26, 2016, the State Board of Education voted to adopt Indiana's recently signed Hold Harmless law. The law was approved in response to the state's adoption of a new ISTEP+ assessment in 2015 and the sharp drop in assessment scores that schools experienced. It enables schools to compare their grades from the 2013-2014 and 2014-2015 school years and to keep the better of the two. Since IMSA North received a **B** in 2014, that is its final grade for the 2014-2015 school year. Thus, the school receives a **Meets Standard** on the Office of Education Innovation (OEI) performance framework.

State Accountability Results – High School

32.4%
Proficiency

+

NA
8-10
Improvement

+

NA
10-Grad
Improvement

75.7%
Proficiency

+

NA
8-10
Improvement

+

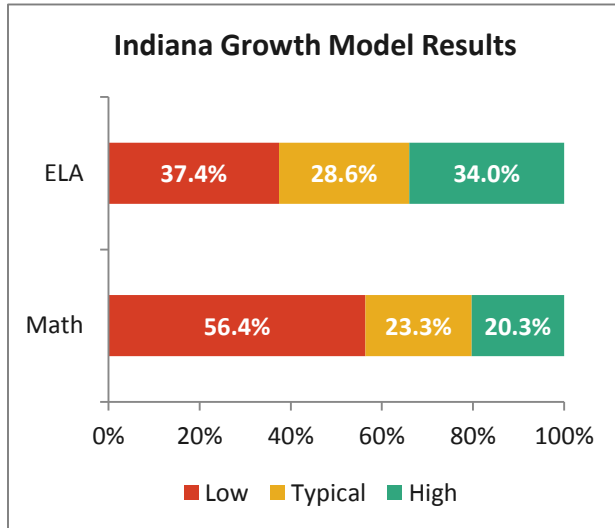
NA
10-Grad
Improvement

NA
Graduation Rate

NA
College and Career Readiness (CCR) Rate

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model							
Indicator Targets	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>						
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	AS	AS	MS	AS	DNMS		

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#).



Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. For more information on this calculation, see page 19 of the expanded criteria of the OEI performance framework.

In 2014-15, 62.6% of IN Math & Science Academy North students made typical or high growth in English/Language Arts, while 43.6% made those gains in Mathematics.

A

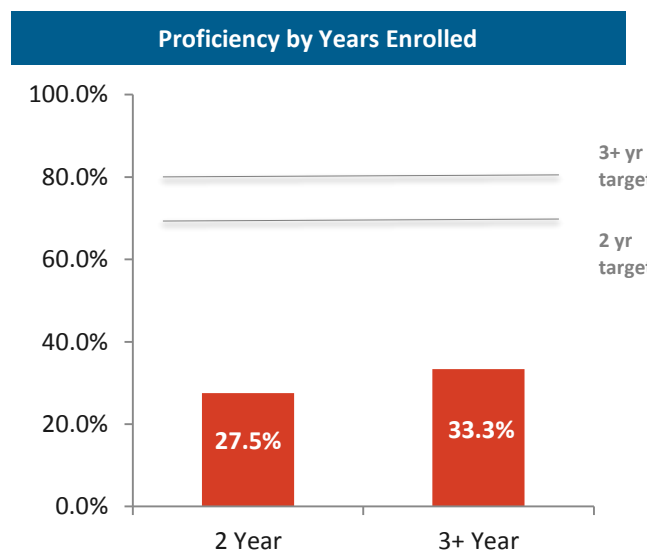
As shown in the table below, a weighted average across both subjects shows that 53.2% of students at IN Math & Science Academy North made sufficient gains in 2014-15. Thus, the school receives a **Does Not Meet Standard** on the OEI performance framework.

Subject	Low Growth	Typical Growth	High Growth	Total Sufficient
English/Language Arts	37.4%	28.6%	34.0%	62.6%
Math	56.4%	23.3%	20.3%	43.6%
Weighted Average				53.2%

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?							
Indicator Targets	Does not meet standard	Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.					
	Approaching standard	At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
	Meets standard	At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
	Exceeds standard	At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not Evaluated			AS	DNMS		

Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

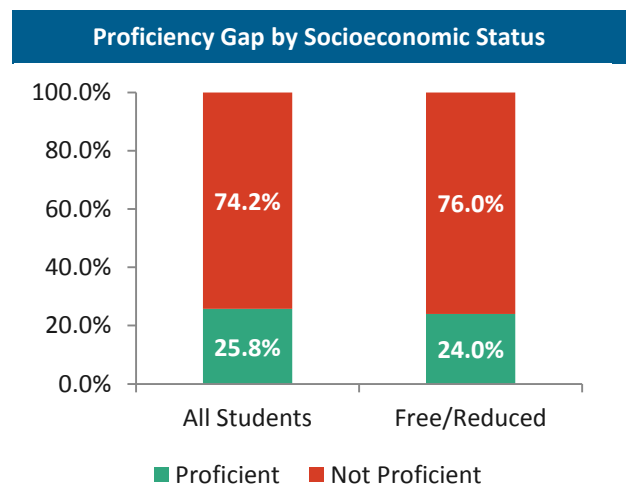
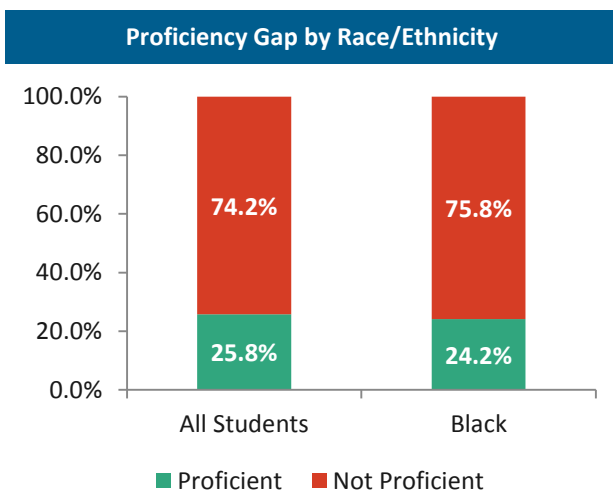
Of those 3rd – 8th grade students enrolled at IN Math & Science Academy North for two years, 27.5% were proficient on both the English/Language Arts and Mathematics ISTEP+. Of those enrolled at the school for three or more years, 33.3% were proficient on both subjects. Thus, the school earns a **Does Not Meet Standard** on the OEI performance framework.



In the 2014-15 school year, the Indiana Department of Education adopted a new ISTEP+ assessment. In the transition, the majority of schools state-wide experienced a dip in proficiency: an average of 13% in English-language arts and 22% in Mathematics.

1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard	School has more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
	Approaching standard	School has no more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
	Meets standard	School has no more than 10% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
	Exceeds standard	School has more than 5% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not Evaluated			MS	Not evaluated		

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. Disaggregated performance for IN Math & Science Academy North is captured below.



While 25.8% of all 3rd – 8th grade IN Math & Science Academy North students were proficient on both the English/Language Arts and Mathematics ISTEP+, OEI was unable to report on subgroup comparisons due a largely homogenous student population.

In order to report a proficiency level, a subgroup must have at least 30 students. IN Math & Science Academy North did not enroll 30 students in more than one racial or socioeconomic subgroup. However, the performance of Black students and students who qualify for free/reduced lunch compared to that of all students can be seen in the graphs above.

Due to small subgroup numbers, IN Math & Science Academy North was **not evaluated** on the OEI performance framework for this indicator the 2014-15 school year.

1.5. Is the school's attendance rate strong?							
Indicator Targets	Does not meet standard		School's attendance rate is less than 95.0%.				
	Meets standard		School's attendance rate is great than or equal to 95.0%.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not Evaluated			DNMS	DNMS		
	Sub-ratings					Result	Rating
	Elementary/Middle School Grades					94.9%	DNMS
	High School Grades					93.6%	DNMS

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

IN Math & Science Academy North's elementary/middle school grades had an average attendance rate of 94.9%, while the high school grades averaged 93.6%.

IN Math & Science Academy North has an aggregate attendance rate of 94.7%, with four grade levels meeting the 95% standard. Due to its aggregate rate, IN Math & Science Academy North receives a **Does Not Meet Standard** on the OEI performance framework.

Attendance by Grade Level

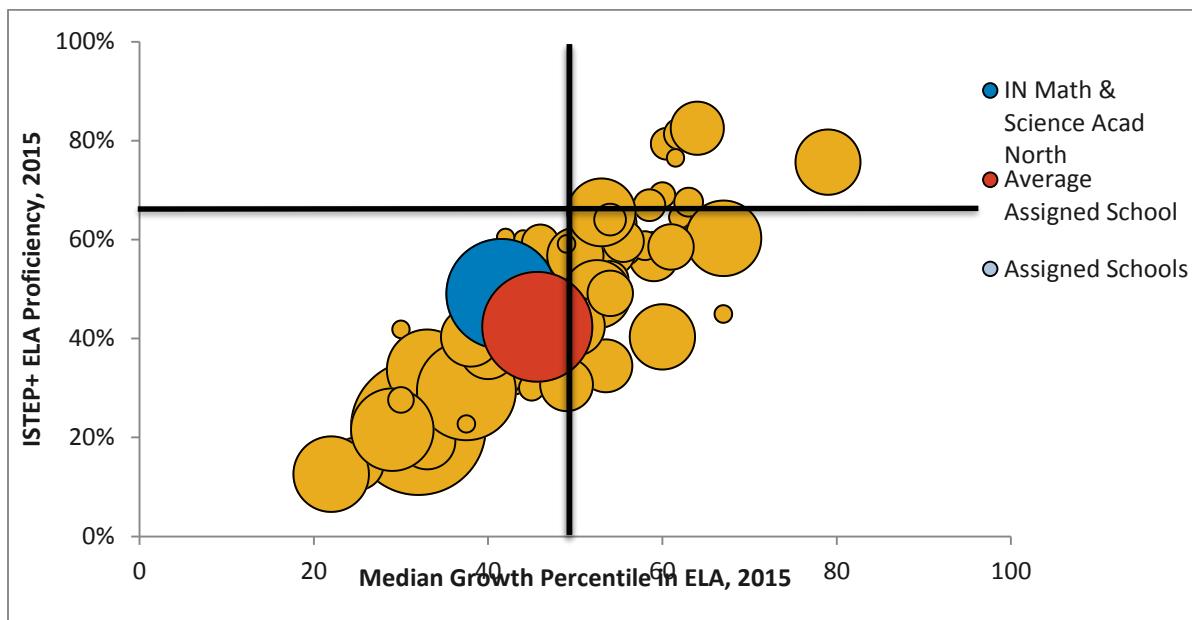
Kindergarten	94.8%	7 th Grade	94.7%
1 st Grade	93.8%	8 th Grade	93.5%
2 nd Grade	95.1%	9 th Grade	94.7%
3 rd Grade	96.3%	10 th Grade	94.1%
4 th Grade	94.4%	11 th Grade	93.1%
5 th Grade	95.3%	12 th Grade	92.3%
6 th Grade	96.4%		
		Overall Average	94.7%

1.6. Is the school outperforming schools that the students would have been assigned to attend?							
Indicator Targets	Does not meet standard		School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend.				
	Approaching standard		School's overall performance in terms of proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Meets standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Exceeds standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	MS	ES	ES	MS	DNMS		

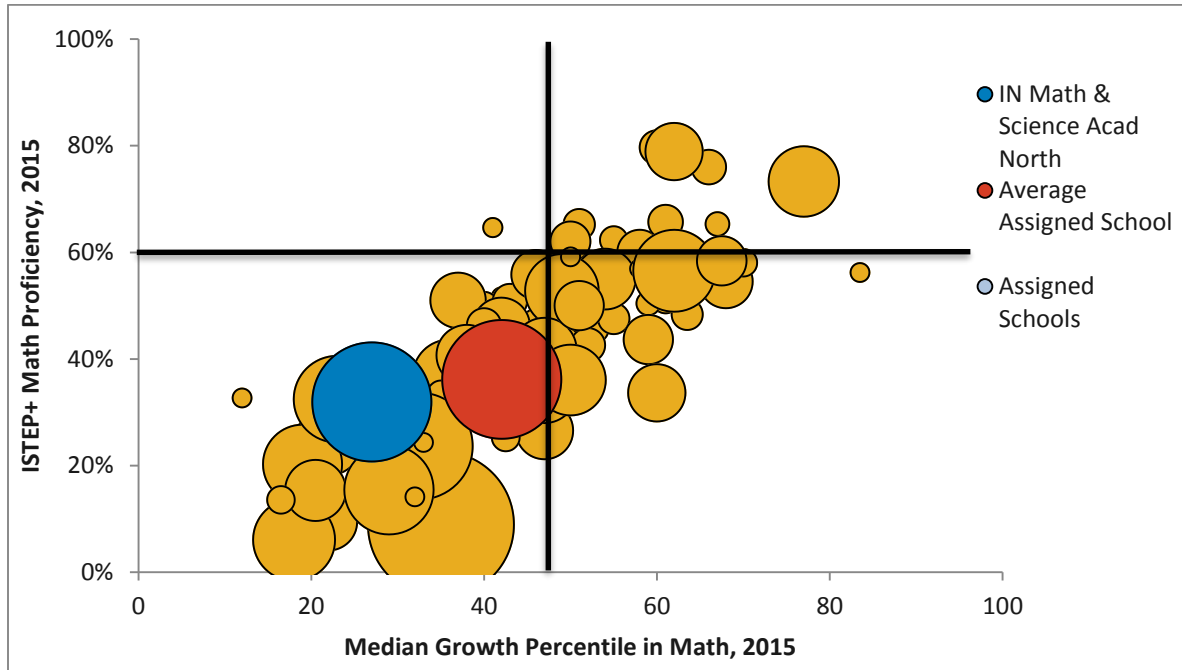
The Office of Education Innovation compared the performance of IN Math & Science Academy North to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

The figures on the following page display the results of this comparison. In these figures, **yellow** bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend IN Math & Science Academy North. The size of each **yellow** bubble is proportional to the number of students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents the 50% growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average growth. The **red** bubble represents the average performance and improvement of all assigned schools. The **blue** bubble represents the performance of IN Math & Science Academy North students.

As shown below, IN Math & Science Academy North students' overall proficiency outpaced that of their peers in English/Language Arts. However, IN Math & Science Academy North students had a lower Median Growth Percentile (MGP) in ELA.



As shown below, IN Math & Science Academy North students' overall proficiency was lower than that of their peers in Math, and IN Math & Science Academy North students had a lower Median Growth Percentile (MGP) in Math.



In combination, IN Math & Science Academy North students outperformed their peers in one of four categories, earning the rating **Does Not Meet Standard** for the 2014-15 school year.

1.7. Is the school meeting its school-specific educational goals?							
Indicator Targets	Does not meet standard	School does not meet standard on either school-specific educational goal.					
	Approaching standard	School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.					
	Exceeds standard	School is exceeding standard on both school-specific educational goals.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not evaluated			MS	AS		
School-specific Information	Goal					Result	Rating
	60% of students will make normal gains on NWEA from fall to spring.					51%	AS
	The percentage of non-proficient students will be reduced by 10% by grade level according to their ISTEP scores.					n/a	DNMS

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2014-15, IN Math & Science Academy North set its first goal around student gains on the NWEA assessment. The school reports that 51% of students made normal gains on NWEA, and therefore is **approaching standard** on its first goal.

IN Math & Science Academy North set its second goal around increasing student performance on the ISTEP+. The ISTEP+ results showed a decline in student proficiency by 42.1% in math and by 25.1% in ELA. Therefore, there was no decline in non-proficient students and the school **does not meet standard** on its second goal.

Overall, IN Math & Science Academy North receives an **Approaching Standard** on the OEI performance framework.

School Mission Statement

We prepare students to succeed in college & the world by offering high-quality, college-prep, STEM education.

High School Performance Indicators

1.8. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation rate?							
Indicator Targets	Does not meet standard		School's 4-year graduation rate is below 70.0% and the school demonstrated less than a 5.0 percentage point increase from its 4-year to 5-year graduation rate.				
	Approaching standard		School's 4-year graduation rate is 70.0-79.9%, or the school demonstrated greater than or equal to a 5.0 percentage point increase from its 4-year to 5-year graduation rate.				
	Meets standard		School's 4-year graduation rate is 80.0-89.9%, or the school demonstrated greater than or equal to a 10.0 percentage point increase from its 4-year to 5-year graduation rate.				
	Exceeds standard		School's 4-year graduation rate is at least 90.0%, or the school demonstrated greater than or equal to a 15.0 percentage point increase from its 4-year to 5-year graduation rate.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not Evaluated				Not Evaluated		

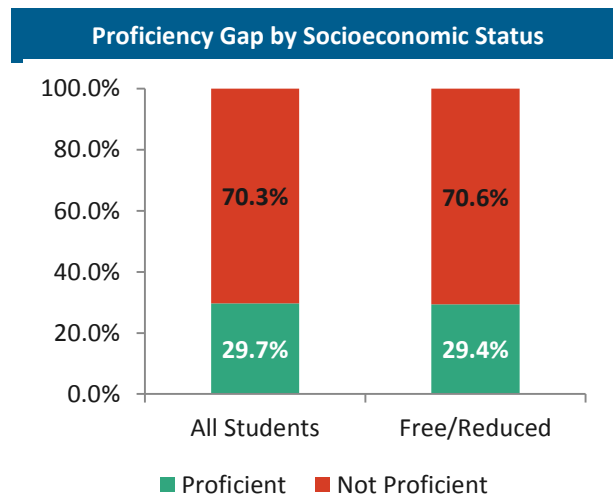
The Indiana Department of Education (IDOE) places all Indiana students into a cohort by the student's first date of enrollment in high school. By placing each student in a cohort, IDOE can measure school's four-, five- and six-year graduation rates. For more information on how graduation rates are calculated in Indiana, click [here](#).

IDOE considers all students who have completed graduation requirements by October 1st of their cohort's graduation year as four-year graduates. Because of this extension, graduation rates are measured a year in arrears for accountability purposes in order to capture those students who graduate after the end of the school year in May.

Since IN Math & Science Academy North had its first graduating class in the spring of 2015, there will not be data to calculate graduation rate percentage until the 2015-2016 school year. Thus, the school is **not evaluated** on this indicator for the 2014-15 school year.

1.9. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard		School has more than 15% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.				
	Approaching standard		School has no more than 15% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.				
	Meets standard		School has no more than 10% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.				
	Exceeds standard		School has more than 5% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not Evaluated				Not evaluated		

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status.



In 2014-15, 29.7% of all IMSA North 10th grade students were proficient on both the English 10 and Algebra I ECAs. However, OEI was unable to report comparisons between subgroups due to a largely homogenous student population. The performance of students who qualify for free/reduced lunch compared to that of all students can be seen in the graph above.

In order to examine subgroup proficiency, a school must have at least 30 students enrolled in more than one subgroup in its 10th grade cohort. Because IMSA North did not enroll 30 students in more than one subgroup, the school was **not evaluated** on this indicator.

1.10. Is the school preparing students for college and careers?							
Indicator Targets	Does not meet standard	Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.					
	Approaching standard	30.0 - 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.					
	Meets standard	40.0 - 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.					
	Exceeds standard	At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not Evaluated				Not Evaluated		

The Indiana State Board of Education has established criteria for determining whether or not a high school graduate has not only met graduation requirements, but is also college- or career-ready. In order to be deemed college- or career-ready, a student must pass an AP or IB exam, earn dual credit from an approved list of courses, or receive an industry certification from an approved list.

Since IN Math & Science Academy North had its first graduating class in the spring of 2015, there will not be data to calculate the school's college & career readiness percentage until the 2015-2016 school year. Thus, the school is **not evaluated** on this indicator for the 2014-15 school year.